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ABSTRACT
The Winter, 1970 issue of CAPS Capsule concerns the concept and structure of the National Assessment of Educational Progress (NAEP), which responds to the need to look at the outputs of education. Frank B. Womer, Staff Director of NAEP, discusses the following: (1) NAEP's origin; (2) the subject areas selected for assessment; (3) the development and use of program tests; (4) how information is reported and used; and (5) future goals of the program. Critical assessments and analyses of NAEP follow, by Martin Katzman, Warren Findley, and Robert Ebel. Also included are: (1) an annotated bibliography of journals from ERIC Central's monthly Current Index to Journals in Education (CIJE), pertaining to national assessment and NAEP; (2) a presentation by Garry R. Walz, Center director, on program developments in guidance and counseling; (3) information on CAPS publications; and (4) listings of Center activities. (EK)

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capsule contents

The National Assessment of Educational Progress: Concept and Organization
An interview with Frank B. Womer — 1

REACTIONS

Assessment of Current Systems vs. Inventing New Educational Technologies
by Martin T. Katzman — 8

To Know or Not To Know: That Seems to Be the Question
by Warren G. Findley — 9

Assessing National Assessment
by Robert L. Ebel — 10

A Bibliography for National Assessment — 12

REGULAR FEATURES

Director's Print Out — 15
Innovative Programs — 16
FOCUS on Community Colleges — 19
ERIC/CAPS Products — 20
CAPS Center Activities — 22

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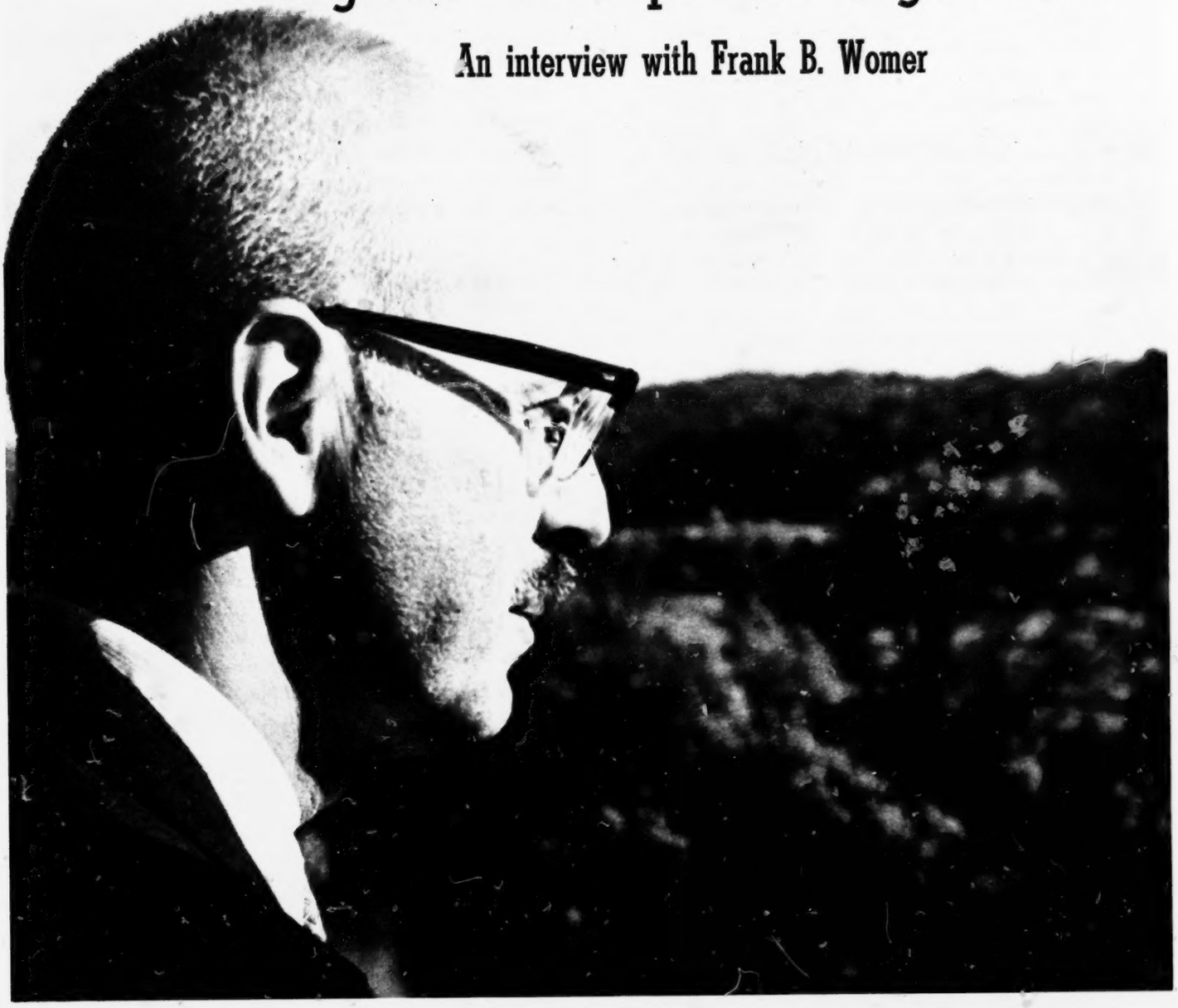
The National Assessment of Educational Progress: Concept and Organization

An interview with Frank B. Womer



Dr. Frank B. Womer has considerable experience in the fields of educational testing and measurement and is currently on leave of absence from The University of Michigan where he holds the rank of professor. He is Staff Director of the National Assessment of Educational Progress, and as such, is responsible for the direct administration of its programs. Dr. Womer has been associated with the National Assessment program since 1967 when he began as director of the Exploratory Committee on the Assessment of Progress in Education (ECAPE), the forerunner of NAEP.

Dr. Womer has a PhD. in Educational Measurement from The University of Michigan. He currently serves as a consultant in Testing and Guidance in the Bureau of School Services at the University of Michigan.

How did NAEP get its beginning?

When Francis Keppel became Commissioner of Education, he took a close look at the charter of the Office of Education and found it called for a periodic evaluation of the schools of the country. As he looked at the operations of the Office of Education he noted they were collecting a lot of information about schools, but the information was almost entirely in terms of inputs *into* education, rather than outputs *from* education. So he discussed this with a number of people (including John Gardner), and they decided to call together an ad hoc crew to discuss whether some consideration should be given to developing a plan for getting information about outputs. The original committee decided to develop a project which attempted to get directly at knowl-

HERE ARE THE MAJOR POINTS:

1. NAEP is a response to the need to look at the outputs as well as the inputs of education.
2. NAEP is designed to provide longitudinal data on progress in education.
3. NAEP is geared to providing information for people who govern education such as school board members.
4. NAEP assesses educational outcomes in ten broad subject areas.
5. NAEP is a program to assess all knowledges, skills, understandings, and attitudes acquired by children — throughout the country — within or without of the school systems.
6. A major goal in the development of the Assessment items is to sample actual student behaviors. Therefore, the item format is more varied than most standardized tests.
7. Representatives of three audiences, scholars, educators, and lay people, are reacting to the Assessment items. In the near future, students will also be used as reactors.
8. Assessment data is not provided on individual students or school districts, but rather normative data is provided on the performance of broad groups of students.
9. The assessment items represent three levels of difficulty. The data indicates what level of performance typifies the majority of students, about half the students and the top ten percent of students.

edge, skills, understandings, and attitudes of students as they proceed through the educational scene. Carnegie offered to fund a committee to explore the possibilities of such a project, and if the possibilities seemed reasonable, to develop instrumentation for the project.

What thought was given to how the information would be used?

We thought this information would be useful to persons who have legal responsibilities for education — school boards, state boards of education and legislators who provide funding. So the initial thought actually was more to provide information for lay persons than for educators. And that thought has continued through the project.

How did you envision this information being used?

Suppose in a given area such as science the results indicate that students are doing a much better job in achieving a knowledge objective than in achieving an application objective (such as a scientific principle, etc.). Legislators and/or boards of education might say, "Well, that's nice, but we really wish schools would put more emphasis on what students can do with the information." On the other hand, if the results showed that students are doing as well, or better, in application, everyone would probably say, "Isn't that great, we're doing what we should be doing." We would not suggest educational changes but would simply gather evidence which might indicate that education is or is not, in fact, doing what people want it to do.

One of the concerns originally expressed was that many people in education feel that if you compare today with 10 years or 30 years back, we may well be doing a better job now than we were doing then. But we have no evidence to show us whether there has been *progress* over that time rather than just change. This would be useful in meeting the criticisms of education, and also it would enable people in charge to do a better job of planning. Think of what happened after Sputnik. There was great emphasis on math and science because of a happening which was external to education. But no one in education knew what we were doing in math and science.

Earlier, you made a distinction between the acquisition of knowledge and education. That seems to be the underlying philosophy of National Assessment. How do you define education? What are you assessing?

My definition of education is very broad. It is not confined to schooling. It is confined to those things that happen in a school building. We are considering *all* knowledges, skills, understandings, and attitudes, which are acquired by a child up to a given age. We're not attempting to ascribe these attributes specifically to schools or to some other influence. In fact, a point I think I should make is that we are not trying to judge cause and effect or relationships. We might do that later, or other people might look at our results and try to set up studies that will do that. We're designed to provide information without regard to how kids acquired these understanding. I'm sure that will raise many questions. What *did* happen? How did it happen? Those are legitimate questions that should be answered, but they're not a part of the project at the moment.

In what subject areas are you gathering information?

We have ten subject areas. Our coverages will not be as broad as our subject matter specialists would like because of financial and practical considerations. To start, we'll be assessing approximately 160 minutes worth of time for each age group in each subject area. That's considerably more than any standardized test would do. On the other hand, 160 minutes isn't enough to cover in depth all of the objectives we have in a given area. My hope is that one of our expansion moves will be to increase that amount of time.

I understand you have a subject of Career and Occupational Development. Could you give us an idea as to why that was included, and basically what does it cover?

This area of career and occupational development originally was called vocational education. When the contractors made their bids and developed their objectives, they came in with more or less two points of view. One contractor came in with a set of objectives which was very general in nature. It dealt with generalized skills that a student might develop, but even more with his knowledge of the world of work — the knowledge of how to get a

job. Another contractor came in with that *plus* objectives that dealt with a specific skill that might be developed in specific areas—business education, farming, homemaking, engineering skills, etc—and attempted to develop exercises dealing with those areas. But those exercises were designed to be given only to kids who'd had that special training. The proposal was reviewed and the feeling was that it was entirely contrary to what was being done in other subject areas. (In the other areas we were concerned with the degree to which *all* students have developed some skills.) So that approach was rejected.

Then the objectives were revised. As our reviewers looked at them the second time, they said, "This really isn't vocational education any more. If you're going to leave out all aspects of specific training in all of these skill areas, it would be better to call it something else." The term *career and occupational development* was suggested. So now, we have an area which attempts to deal with two objectives. First, it deals with a knowledge objective concerning the total world of work. Secondly, it deals with a skill objective—but very generalized skills that we might assume all students would develop to some degree. For instance, in any job, you need to have certain entry skills—the ability to be prompt, to get along with other people, etc. It's this sort of thing that we're now talking about as the skills objectives in the exercises dealing with occupational development. This deals with objectives that are reasonable for the schools, even though we might not find them in the curriculum at a specific point. This is the area that is of most direct interest to those in counselor education, and to counselors themselves, because we will be able to provide information about things that counselors have to be concerned with.

Could you trace the development of the tests? Are you constantly modifying and changing them?

The whole development process is very similar to that of other tests, but is more extensive, and there are some variations. We started with the development of *objectives*. We asked for behavioral objectives. The purpose of the objectives was to serve as guides for the exercise developers. Yet at the same time we wanted the objectives to be statements that were accepted by the audience for whom the National Assessment was intended.

We see that we have at least three basic audiences. The first is the person we call the *scholar*, or the subject matter specialist. The second is *educators* generally. Third, our objectives have to be those which *lay* persons feel are approprate for the schools. And we did, in fact, have all objectives, and exercises too, reviewed by lay persons —school board members, state boards of education and representatives of educational groups from various organizations such as the National Association of Manufacturers, NAACP, the American Legion, etc.

After the obectives were in order, the exercises were developed. The exercises had to meet three different levels of difficulty, they had to have high content validity, and they had to be worded as simply as possible. We try to present the materials in any way necessary to maximize the understanding of the task on the part of the assessee, so he will not get hung up in not knowing what we want him to do. This is a very difficult task to achieve. Our exercise developers initially had about a year-and-a-half to do all of this. They brought their results to us. We sent the materials to subject matter people who did a mail review. Some questions were raised—some things that were a little disturbing—so we decided to proceed a little further. We called together groups of people—primarily teachers in subect areas, or other subject matter specialists. We had groups of them (Age 9 Science, Age 13 Science, etc.) go over the exericses one by one.

These groups came up with so many problems that we went through each area and did almost a complete revision. In some areas we threw out whole blocks of exercises involved with entire objectives and started again from scratch. There were some very major problems in all of these. Many of the exercises did not have content validity, as judged by our experts. They were very trivial. Secondly, while they were able to write exercises of average difficulty and the very difficult, they couldn't write the supposedly easy exercises. We did a study using only the 90 per cent difficulty exercises—the ones that theoretically 90 percent could respond to. Those written to be 90 percent turned out in practice to be 50 or 60 percent. We had to go back to the exercise developers and ask for easier ones. We then went to people working in areas where disadvantaged students live, and said, "Maybe you'd better tell us what they do know." We found many problems in the wording, such as the use of technical words —words that the students just didn't understand. The wording of the exercises was tried with low-achieving kids. (Our tryouts for this study were not like typical tryouts in that we didn't care if we had a cross section. They were primarily with the low-achieving. Our thinking was—if it works with them, it will work with others.) We found we simply had to reword and rework many of the exercises to simplify the language.

Another aspect of the exercise development process was to look at the items from the point of view of offensiveness. We handled this with lay panels again—not with professional educators. They asked, "Would this be offensive to the people in general?" We found certain things potentially controversial. In the area of citizenship, we were asking attitudinal questions—perhaps about people of another race, or about people in politics. We had questions which involved nudity in art, and which involved religion in both music and art. All of these things are potentially offensive to some people. Our general policy was—if something was offensive, and if we could write

another exercise or revise that one to measure the same objective, then we would do it. In some instances we couldn't think of any ways. Then we had to face the question, "Do we take the chance of being offensive or don't we?" In some instances, our lay panels said, "Go ahead and take the chance. It's so important you can't leave that objective out." With others they said, "It's just too explosive, you might damage the total project. So you'd better not use it. This was the *offensive review*.

Eventually this lead to *tryouts*. The tryouts were what we call *feasibility* tryouts, in which we wanted to find out if the student knows what we're asking him. Can he respond to the exercise? Do we have easy exercises here as well as the difficult ones?

After that we eventually got into the area of the *final selection of exercises*. We've started redevelopment of the subject areas which are in our packages this year—science, writing, and citizenship. Our plans call for cycles of three or six years depending on the subject area. We've already revised the objectives. We've had them revised by subject people. We've had prototype exercises prepared (which have been reviewed). The next step will be feasibility tryouts of the prototypes. Then we will go into actual production.

What kind of scoring process do you use in taking results —especially, say, from a mechanical type test? How do you score the musical instrument, or artwork items, etc?

This will vary tremendously depending on the given area. We do have quite a few multiple choice questions, and that's rather mechanical. This year we have a number of essays produced and a number of short answers, and the scoring procedure for these differ. For instance, let's take an exercise in which we ask the student to fill out a blank—like something he might see in a magazine, something to cut out a coupon and send away for—that is a *short fill-in*. We set up criteria ahead of time, and we have readers who read these and score them. In a sense it is *classify* rather than score. We rarely say an exercise is right or wrong. We simply say it is completely correct, or there is one error of this type, or two errors of this type, etc. We will actually report on the exercise that way. For example, we'll report 60 percent were completely correct, 20 percent had an error of this type, etc. On the longer essays, we will pull together a group of professional readers—primarily English teachers. They will read for an "holistic" approach—very quickly, for the idea, for communication, for whether the student is getting the point across. Then they will rank the answer on a 4- or 6-point scale. Two readers score each paper, and the scores are combined.

For *reporting*, we'll take a sample of those ranked at the top. The reporters will then consist of reproducing those papers, and saying, "Here are some samples of the best writing of 9-year-olds, given this stimulus." And we'll take some in the middle, and say, "Here are samples of typical writing for 9-year-olds, given this stimulus." And we'll take some at the bottom and say, "All kids write and communicate at least this well." That type of reporting will ignore spelling, grammar, usage, etc. to the extent that the material is readable. Then we'll do a separate evaluation on the spelling, grammar, punctuation, etc. (This will probably be done on the basis of what is called standard written *English.)* The exercise is, or is not, acceptable purely on that basis. In the area of music, we'll do somewhat the same thing. We'll get a group of music teachers together to listen and make some judgment. In art, we'll actually have something for art teachers to evaluate, and so forth.

How will this information be reported? Are you suggesting that the information will report directly on students of a particular school district or school system, or more on students in general around the country?

It's aimed at students in general. The smallest geographic units we'll be reporting are four large geographic areas —northeast, southeast, central, and west. In addition we'll report at least four types of communities—big cities, urban fringe, middle-size, and small. The other reporting categories will be boys and girls, high and low socioeconomic status, the four ages, and race. These categories were set up for a couple of reasons: (1) the planning groups felt this should be a *national* assessment—not state or local, and (2) they recognized the potential criticisms (which, in fact, did follow) that this might become a state or local testing program with someone outside doing the evaluating. However, within the last year, the major criticism we now are facing is that we are *not* planning to provide local school or state results. Two or three years ago there was a criticism to the contrary.

In relation to the *level* at which we will report, we are now considering some other possibilities. For example, we're considering: (1) potential cooperation with other area groups somewhat smaller than the large geographical areas, (2) potential cooperation with states, and (3) possible outright sharing of materials.

Most people see what you are doing and try to draw some kind of parallel with the kind of achievement testing that goes on through a standardized test like the Iowa Test of Educational Development (ITED). Would you draw some comparisons between that and your program?

Yes. I can compare them and I contrast them. In my mind the *differences* are greater. The ITED (or similar tests) is designed to give information about individual boys and girls. (What do they know in a given area?) We are not concerned with that. We're concerned much more with a mastery approach than with a normative approach. Approximately one-third of the exercises we use will be comparable to those in ITED or others. (Comparable in the sense that they are designed so 40, 50, or 60 percent of the kids in a given age will know the answer, or will have

developed the skill.) One-third of ours are designed to be very easy, and one-third of our designed to be very difficult. The very easy ones, ideally, are so easy that almost all youngsters of a given age will have developed that skill or have that knowledge. About one-third are so difficult that only 10 or 15 percent will have acquired that skill or knowledge. Our goal is to report representative achievement at three different difficulty levels. The goal of an *achievement* test is to obtain the greatest difference in rank order of the individual students from high to low by using items at the middle difficulty range. So our purposes are different.

There are some other differences. We are using many more formats and a greater variety of formats of exercises than the standardized tests. For example, in the area of writing, 90 to 95 percent of our exercises actually involve writing. In the science area, we have a number of *apparatus* exercises. The students are given some materials, they set them up, conduct a "mini-experiment," and record the results. In the citizenship area, we have two exercises that involve group activity. A group of eight students gets together, discusses things, and is observed. In music, students who play an instrument are asked to perform and are recorded. We're trying to make our exercises a direct measure of a given objective for the assessment area. We will be reporting exercises one by one. The exercise does not contribute to a total score. Each exercise is important in and of itself.

How do you communicate the goals of this program to the students who are actually taking the tests? Do they see this as one more standardized test block?

Yes. When they're first approached, I'm sure they do. By the time they're finished the assessment, however, we get the reaction, "This is different from other tests." By and large they seem to like it. For example, in this first year we have three subject areas which are mixed in the booklet each student receives. An individual student will answer some exercises in science, some in citizenship, and some in writing. They seem to like this; it doesn't bother them at all to shift from one subject area to another. In fact, at times we're not even sure they know the switch has taken place. Initially, when the assessment is presented to them, they are told they have been selected as part of a random sample. We tell them it has nothing to do with their school, grades, or progress. It is anonymous. They're asked to cooperate and do their best. There are certain societal pressures, in a sense, since they're asked to do it in a school setting. They can refuse; and they have refused on occasion—but not too often.

How did you deal with differences that might have occurred as a result of different minority group memberships in different regions of the country—Mexican-Americans in the Southwest, blacks in the East?

If you compare today with 10 or 20 or 30 years back we may well be doing a better job now than we were doing then. But we have no evidence to show us. . .

My definition of education . . . is not confined to those things that happen in a school building. We are considering all knowledges, skills, understandings, and attitudes, which are acquired by a child up to a given age.

There certainly is a potential danger of bias. We hope that we are handling it at least in part, by insisting that non-educators always be a part of the governing group and by insisting that our objectives and exercises be cleared by non-educators.

We try to present the materials in any way necessary to maximize the understanding of the task on the part of the assessee, so he will not get hung up in not knowing what we want him to do.

If everything would go the way I'd like to see it go. National Assessment would be looked upon in the same light that we now look upon the Census Bureau — as an established project — one which continues to provide information about the schools on a regular, on-going basis.

We've handled it two ways. Initially, we handled it primarily on a consultant basis by having representatives of various minority groups on our panel. Now we are trying to take an additional step. We feel we can do a better job by involving them earlier. We are trying to utilize people who are members of minority groups, or who are working with minority groups, in the *production* of materials. (We have also started using *young people* in the review process and hopefully, we will be able to use them in the production process.)

(What I would like to do is to get materials specific to different minority groups, and use them nationally to see the extent to which the specificity of the stimulus is the result of or is dependent upon the general principle involved. For example, take a basic scientific principle. Design an exercise which is geared to specific materials which a Negro youngster might be exposed to in a ghetto area, or a Spanish-speaking youngster in the Southeast, or a Spanish-speaking youngster in New York (which might be quite different), and add these to our typical one in general terms. We might use all of these and see how the principle comes through when it's put in the context that a kid is familiar with. (But that's still in the experimental stage.)

Speaking of the group differences, one of the greatest potential differences of which we need to be aware is the sex difference. We find that some of our materials are definitely male-biased, and other are potentially female-biased.

How do you see the climate for acceptance or use of this project?

The climate now is very favorable. If we had been ready to go with assessment two or more years ago, we'd have had great problems getting an adequate sample. However, last March as we started, we had almost 90 percent participation in the schools. We had 95 percent this fall. The acceptance is really much greater. And I'm sure that this does relate to the total acceptance of evaluation and assessment as a potentially usuable tool. The feeling I get from educators is—we're going to have assessment, it's much better if we participate in it and do all that we can to make sure the results are used widely. Assessment is not only here at the national level, but it's coming at the state level now. Michigan has an assessment program by legislation. California has had an assessment program for years. Other states are considering it. Many local districts are talking about it. It's much more fashionable now. (I hope we don't go to the opposite extreme, so that we accept almost anything under the name of evaluation and assessment as being something that's worthwhile.) I wish I knew to what extent National Assessment is simply a result of the total societal change in this respect.

As you think of counselors and other people in pupil personnel services, can you suggest other ways in which the results of the Assessment might be used by them? What stake do they really have in this project?

An important one, although these people were not considered as a major audience in developing the project. The Assessment will give us a much better feeling for the actual knowledges and understanding that students have developed. We talk about taking students where they are, but we don't do as much as we should. NAEP will make a contribution by giving us a picture of an actual *sample* of knowledges and skills that students have acquired—both from the very low to the very high level. While basically the Assessment will be national, it does have some significant breakdowns—sex, socioeconomic status (the disadvantaged kids versus the rest) the breakdown of students from different kinds of communities, and the geographical breakdown.

The time schedule of the National Assessment of Educational Progress was originally set up to cover three subject areas each year and follow a three year cycle. A recent policy change has been made, due to the increased national emphasis on reading, and the following schedule is now in effect:

Cycle 1

1969 - 1970	Science, Writing, Citizenship
1970 - 1971	Reading, Literature
1971 - 1972	Music, Social Studies
1972 - 1973	Math, Science, Career & Occupational Development (COD)
1973 - 1974	Reading, Writing, Listening & Speaking*
1974 - 1975	Citizenship, Art, Consumer Education*

Cycle 2

1975 - 1976	Math, Science, Health Education*
1976 - 1977	Reading Literature, Physical Education*
1977 - 1978	Music, Social Studies, Study Skills*
1978 - 1979	Math, Science, COD
1979 - 1980	Reading, Writing, Listening & Speaking
1980 - 1981	Citizenship, Art, Consumer Education

*These subject areas are new additions as of the scheduling change announced in November, 1969. This increases the number of subject areas in the Assessment from 10 to 15.

NAEP also has the potential of serving as a model for local or state assessments. Also it opens up the opportunity for the assessment model versus the standardized test model. I wouldn't throw out the standardized test model; it's very useful. It simply is a different model and one would use it differently. National Assessment comes closer to what the classroom teacher is doing, and would better serve his purposes in the classroom, whereas the standardized test model might better serve the purpose of the administrator looking at total district achievement and making comparisons, etc.

Typically, there is a rather large gap between the technical excellence of a large scale testing or assessment

program and its utilization or its impact on groups. Chauncey said recently that he thought testing had done more to keep people out to college than to help them get in. And I think increasingly, people are raising the questions about what sort of safeguards are being used in maximizing the potential utilization of results along socially positive lines. What kind of thoughts have you given to the favorable impact this project will have?

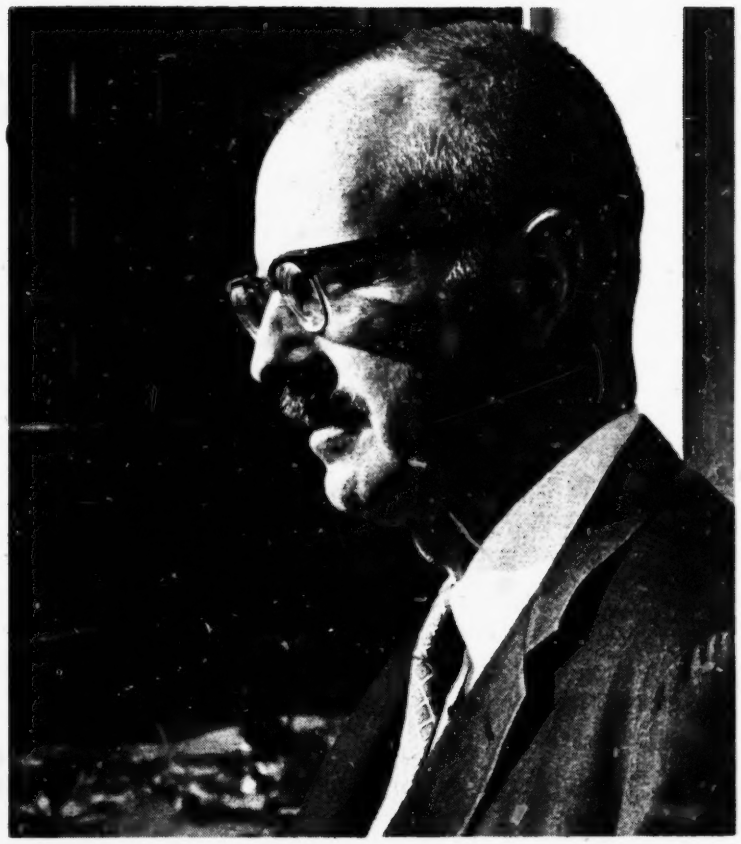
One of the major concerns we have, along with other similar projects, is: how do you communicate your results in such a fashion that you can help people (as distinct from simply giving information that may be misused)? It seems to me this means we must go far beyond accumulating our results and reporting them in some written fashion. I would guess that what most people want is a summation about the *implications* of this project and the results for them. We can't just say, "Here are some really interesting statistics for you to look at."

If you do just *give* it, and no one looks at it, that's no good. There are possible ways to get around this. One of our thoughts is: why don't we take the initiative to make sure that competent people look at the results and make some judgements, even though we do not. For example, we have a lot of consultants who have worked for us in reviewing; they know the project. These are lay people, subject matter specialists, etc. They are people we could call together in a meeting and say, "Now you look at the results for a given age group in a given area, then tell us what you think these results would mean ina school setting. What implications would they have?" We could get this information out to people and school systems. It's my feeling that we are in a position to aid that kind of decision making and judgement, but we would not do it ourselves.

One thing which has been recently set up — apart from National Assessment — is a state-wide committee appointed by the State Commissioner of Education in New York, whose task will be to look at the National Assessment results, and help evaluate them in terms of the meaning they will have for the schools in that state. There is a group that will actually take on a dissemination-evaluation job. I think it would be great if other groups would do this. For instance, if the various subject matter teachers' organizations would take on this role. I see many possibilities like this, and I see us as taking the position of doing a little prodding to get this along.

This is an assessment of education conducted by people in the field of education. Don't you think there is a strong possibility of bias which would negate the real value of the evaluation?

That opinion has been expressed very forcefully by one of the members of our policy committee, who is not an educator. He said at our last meeting that it is his



contention that all major advances in education have been made over the objections of educators and at the insistence of non-educators. (I don't know whether I'd go along with that statement.) In fact, he would carry it beyond education and would say that improvements in any profession are made at the insistence of people not in that profession. There certainly is a potential danger of bias. We hope that we are handling it at least in part, by insisting that our objectives and exercises be cleared by non-educators. I would hope that would control the possibility of bias, but I would agree with you that it is there. The more that we become a part of the establishment, the more we have to be concerned with that and continue to involve others. Up to this point, we have not associated with it. We need to have them look at the structure and really question what we're doing. Otherwise, there is the danger of getting into a mold.

Why don't we blue sky for a bit now? If everything would go the way you'd like, what things would you be seeing in the next five years or so?

Not, five, but maybe ten years from now, if everything would go the way I'd like to see it go, National Assessment would be looked upon in the same light that we now look upon the Census Bureau — as an established project — one which continues to provide information about the schools on a regular, on-going basis, expanded far beyond our present 10 subject areas into all areas in which we need information about the schools and the direct outcomes of education. I would see it serving as a model for similar voluntary assessments at state levels. I see some other changes, too, but basically, I see it as then having become fairly institutionalized as a regular information gathering organization for education.

Assessment of Current Systems vs. Inventing New Educational Technologies

Martin T. Katzman
Assistant Professor, Department of Social Sciences, Harvard University

In principle, national assessment of education is a splendid idea. After all, in what other sectors of society besides education, and perhaps the military, are the outcomes of decisions so poorly understood? While I have some technical objections to the testing instruments and reporting design of the program, most of these are theoretically remediable. For example, the banality of some test items and the lack of detail in reported socio-economic characteristics of respondents can be, and probably will be, corrected in time. Whether an assessment program controlled by the educational establishment and advised by "responsible" lay groups will ever assess deviant or novel goals (as opposed to limiting their assessment to current goals) seems unlikely. But these are trivial objections.

National assessment, as originally proposed by Commissioner Keppel, was to serve two functions: 1) telling us where we stand educationally; and 2) telling us how to improve our policies. Knowing where we stand is only a first step (necessary, but not sufficient) directing us to where we want to go. In order to take the second step, we must have some understanding of the relationship between *policy* and performance — e.g. the effect of small classes on a whole range of cognitive and social skills.

In order to gather some insight as to these relationships we have to compare student performance from schools which vary widely in policy, holding other things constant according to the canons of experimental design.

One objection to the National Assessment is that in order to obtain information on student performance, the program foreswore any meaningful information on school policy. Educators feared that if results were published for a particular school: 1) teachers would teach for the test, thereby redirecting educational activity; and 2) invidious comparisons would be made among schools, hence their staff. In order to insure confidentiality, National Assessment is sampling a few students at most from a given school and will report the results by large geographical and social divisions. Consequently, there will be no meaningful way to relate student performance differences to policy differences among schools, or even among states.

As long as assessment is controlled by the educators themselves, these fears will obstruct policy evaluation. The rationality of these fears notwithstanding, they put the interests of the educators into direct conflict with those of their constituents. If tests really sampled what children should know, is not teaching toward the test synonymous with good education? If students in a particular school perform below par, should this fact not be publicized so that remedies may be sought?

A second objection to the usefulness of the program relates more to the nature of schools than to the nature of National Assessment. Even if we could collect information about policy and performance variations, it is unlikely that we could learn very much about the technology of schooling. As we discovered from the Equal Educational Opportunity Survey (popularly known as the Coleman Report) and from Project TALENT, schools are strikingly similar. Consequently, we cannot test, for example, the effect of radical changes in class size because there are few schools which vary beyond the narrow range of 20-35 students in a class. In addition, school characteristics tend to be so highly correlated that we cannot tell whether a particular student body is successful because they come from high income families, attend small classes in new buildings, or have better teachers. Consequently, "natural" experiments in education uncovered by survey techniques such as National Assessment are unlikely to generate many insights into the effectiveness, much less efficiency, of alternative policies.

Even if we could assess the impact of current policy variations, it is unlikely that we could discover ways to improve schooling more than marginally. The sad truth is that education is a *technologically* stagnant enterprise, embodying no *major* innovations of *proven effectiveness* since the invention of movable type 500 years ago. This hyperbole would not apply to the technology of medicine, another important social service.

Why the difference? First, unlike education, medicine has been the beneficiary of generous and sustained expenditures for research and development, from both the government and private industry. Have textbook publishers been as vigorous in inventing techniques of teaching as pharmaceutical firms have been in inventing new drugs? Second, unlike education schol, medical schools have accumulated a body of knowledge which has developed through interaction with the pure sciences. Have education schools any cumulating body of knowledge to impart? Have they exposed future administrators to the exciting developments in child development, organization theory, or public finance?

If American society were as generous to our schoolkids as to our astronauts, it would be nice to spend $3 million a year on National Assessment. The program would

provide somewhat more comprehensive measures of educational progress than existing testing programs.

Our overwhelming need, however ,is neither for more money for our schools nor more money to discover how much our children know. Such policies gain us little in terms of academic progress. Given the scarcity of education resources, our priorities should be to institutionalize the invention of educational administrators with skills of evaluating and innovating these technologies.

To Know or Not to Know: That Seems to be the Question

Warren G. Findley
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University of Georgia
President, AMEG

The origins of the National Assessment of Educational Progress are dated semi-officially by several, including Womer, from the actions of Francis Keppel as U. S. Commissioner of Education in 1963. But for this commentator they go back at least as far as 1942 when the then new Commissioner of Education for New York State, George Stoddard, propounded to the assembled secondary school principals of that state that we should never be able to judge advances in education until a national requirement was made that all eighteen-year olds on reaching that age take an examination. Only thus could the combination of changed curriculums, reduction in dropouts, and other significant influences be captured in a series of average attainments to describe the trends unequivocally. Others will remember similar statements, perhaps of even earlier date, but it seems best to view the present effort in the perspective of such statements, leading to Project TALENT, organized and directed since 1958 by John Flanagan, and the study of "equality of educational opportunity" directed by James Coleman and his associates and producing its results and conclusions on a more pressing schedule in 1966. Flanagan's project took Grade 9 as its point of departure and Coleman's study was limited to the specific issue explicit in its title, but each responded on a major scale to the need for refined analysis of the gross national product of education and paved the way for the present massive effort discussed here. In a different way, the summary by Benjamin Bloom in 1964 of "Stability and Change in Human Characteristics" contributed to this readiness to assess progress. His distillation from disparate longitudinal studies of intellectual development, of trends and forces operative in such development clearly warrants further exploration.

This commentator's general views of NAEP are well expressed in the statement prepared by the Association for Measurement and Evaluation in Guidance and adopted unanimously by the 1969 Senate of the American Personnel and Guidance Association, as follows: "APGA recognizes the care with which the Assessment of Progress in Education has been planned to obtain useful information about educational achievement in the United States and, in view of the safeguards that have been established to assure that the resulting information will be used constructively, encourages all members of the organization to give full cooperation in the conduct of the study."

The task remains a difficult one. The concept of describing mastery in significant areas of development at successive ages in terms of describable behaviors attained by 90, 50, and 10 percent of national samples is clear and sound. Finding exercises on a recognizable continuum of development that will evoke comparable effort by individuals at each age level and that are expressed in terms equally understandable colloquially by those from different socio-economic strata, urban-rural variations, and geographical regions of the country, is the requirement. This requirement obviously cannot be met perfectly, but it must be attempted. The finest expertise has been assembled to design the plan, to create exercises, and to critique the exercises that have been created for their suitability. Not surprisingly, easy exercises that test a particular obective are harder to come by than average or hard items. And we must constantly be concerned whether examinees from different backgrounds accept the exercises as equally worthy of full effort. Certainly, the careful item-sampling procedure assures that individuals will not suffer from the unpredictable effects of fatigue and boredom that set in after an hour's testing.

One issue that is inevitably raised by such assessment is whether the emphasis on measurable cognitive outcomes does not in itself give these outcomes an emphasis out of proportion to their importance in the total program of the schools. The titles of most of the ten areas covered sound remarkably like the familiar "subjects" we have all studied. Here again, the project has struck an essentially sound balance between the requirement that significant outcomes be measured and the requirement that only such results be reported that can be measured dependably. In every area, exercises are included in which realistic working conditions are simulated and performance in these situations is appraised by techniques of observation and product evaluation. The project is to be specially commended for including the evaluation of group behavior, as in conduct of a discussion in the

citizenship area. Note that this becomes feasible because the project is not bound by the usual requirement of arriving at evaluations, scores, or marks for individuals.

It is notable that the initial plan for the area of vocational education has had to be revised and even renamed Career and Occupational Development. For the time being the project is probably wise to govern itself by the requirement that measures in all areas shall lend themselves to the reporting of compentencies shown by 90, 50, and 10 percent of the total group of a given age. It seems important to this commentator to establish this way of thinking about tested achievement in the mind of the public before departing from it to do greater justice to evaluation in particular areas. In the long run it will be essential to report on outcomes like particular skills in terms of how many do how well among those who attempt each skill. All outcomes are not of equal value to all persons. And before the "gross national product" in the area of vocational education—or other areas—is fully described and evaluated, it will be necessary to describe skills attempted by different groups. Educational and vocational guidance depend considerably on differential effort and resulting compentence not only in areas of general importance, but in areas of special importance and interest to particular subgroups in the population. The grand total of these general and special competencies describe the adequacy of our total educational effort as of any point in time.

Demands for information on the performance of smaller units of the educational establishment have had an interesting history. Pains were taken to see that only age groups and subgroups by large geographical regions, large categories of community size and large subdivisions by socioeconomic status were reported. In fact, present sampling procedures prevent finer breakdowns. When cooperation is sought, the local groups want some immediately useful returns for their cooperation even at the risk of revealing weaknesses to destructive critics. It is instructive to recall how we have swung from a naive effort to defeat racial discrimination by obliterating identifying evidence to a more mature realization that only identifying evidence allows us to follow progress in reducing discrimination. In more general way, administrations may come to learn that public information about strengths and limitations will enable constructive critics in the public forum to the greater benefit of all.

Assessing National Assessment

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Michigan State University

"An idea whose time has come," said Victor Hugo, "is not to be resisted." National assessment of the effectiveness of local school programs is not new. For decades a number of states have had test programs that provide external yardsticks for measuring educational achievements. But many school administrators and other educational leaders have objected strongly to such external evaluations. Despite its influential sponsorship and generous financial support, the current project for national assessment probably would not have been allowed even a trial run if the time was not ripe for it.

What has made the time ripe? Interest in education has never been higher in this country. Neither has the cost of providing it. Both of these generate concern for quality. In addition, education is no longer primarily a matter of local interest. Support and direction from state and national governments have become increasingly influential. Wide scale assessment of educational achievement makes much more sense today than it would have fifty years earlier. Finally, the apparent success of nationwide programs of testing for college admission and scholarship awards has encouraged confidence that a national assessment of educational progress is a manageable operation.

In response to a number of probing interview questions, Frank Womer has given an excellent account of the principal purposes and the essential features of the current endeavor. To disagree with his factual account is out of the question. Nor do I find any substantial basis for criticizing any significant aspect of the project itself. Dr. Womer and his associates are experts in educational measurement. They have had the benefit of good counsel from numerous other experts on the various advisory groups and committees. It is most unlikely that they have made any serious technical errors.

That this project managed to survive the storm of criticism that arose following its initial announcement was due largely to adoption of a plan for testing and reporting which made it virtually impossible to use the results of this assessment for the evaluation of particular pupils, teachers, individual school districts, or particular states. Conventional tests of achievement emphasize reliable scores for individual pupils on specified groups of test items. National Assessment, on the other hand, emphasizes reliable scores from specified groups of pupils on individ-

Continued on Page 12

NAEP

What is NAEP?
The National Assessment of Educational Progress

who?

Who administers the National Assessment?

The NAEP (formerly CAPE, the Committee on Assessing the Progress of Education) is under the direct supervision of the Educational Commission of the States (ECS).

why?

Why was it developed?

To measure the level of knowledge and utilization skills of the general public in order to make available census-like data on educational progress in the United States.

What is ECS?

The Education Commission of the States is a coordinating agency made up of a Commission in 39 states and two territories. Each state's Commission is headed by the governor and has six other members — generally legislators and educators. Direct control of NAEP is in the hands of an ECS committee. They are responsible for the policy decisions involved in the National Assessment procedures.

ECS was begun to promote education from the point of view of the state level. It primarily serves to collect and disseminate educational information laterally among the states. NAEP is the first major project to be taken on by ECS.

In fact, NAEP is older than ECS. However, in June, 1969, NAEP dissolved itself corporately and relinquished control to ECS.

what?

What are the reporting categories?

Age levels — 9, 13, 17, and Adult
Geographic Regions — Northeast, Central, Southeast, West
Community Settings — large city, urban fringe, middle-size city, rural, and small town
Socio-educational Status — upper, lower
Sex — male, female
Race — black, other

ual test items. Both kinds of information have important educational values. The kind that National Assessment is providing has been neglected in most previous testing programs.

Of course, if he tries, even a friendly observer of a project as difficult and as new as National Assessment can find something to object to, or at least to question. Was the time and energy spent in defining objectives for the tests well spent? Is it really necessary for panels of experts and laymen to struggle to reach agreement of the wording of a number of general objectives for a test, and then to struggle again to reach agreement on whether or not a particular test exercise does in fact test what the objectives say ought to be tested? Might it not be simpler, and just as effective in the long run, to focus on particular test items from the start, asking only whether an item like that belongs in a test for this area of achievement?

Similarly, how necessary was it to attempt to write items of three levels of difficulty, and how effectively could that job be done? If a particular ability or understanding is important enough to test, why not hew as close to the ability as possible and let the difficulty index fall where it may. Why should the goal of National Assessment be to report achievement at three different difficulty levels? Why not simply report the degree or extent of achievement of the essential abilities, some of which are inevitably learned earlier and better than others? If you can know in advance about how many pupils are likely to answer a particular question correctly, and if you don't care which ones answer it correctly, why bother to ask it at all?

Perhaps Dr. Womer and his associates have very good answers to all of these questions, and very good reasons for choosing the courses they have taken. Even if, in these particulars, they should agree that an alternative course would now seem to have been better, their efforts should not be faulted. Over all they have carried out a difficult assignment in an admirable fashion. For this they deserve our praise and our thanks.

The following is a list of reference materials directly related to the feature article on national assessment. If this interview and the reactions have stimulated your interest, we suggest that you scan these annotations to select documents which can provide further information on the topic.

Articles about ntional assessment and NAEP have appeared frequently in professional journals during the past several years. The following current selection is taken from ERIC Central's monthly **Current Index to Journals in Education** (CIJE). CIJE is a publication which announces the current journal literature of education and provides subject and author indexes to the articles.

Diederich, Paul B. THE DEVELOPMENT OF A NATIONAL ASSESSMENT PROGRAM IN ENGLISH, Research in the Teaching of English, *Spring 1969, pp5-14.*

Educational Programs, National Competency Test, Program Evaluation

Finley, Carmen J. NATIONAL ASSESSMENT - SPRING 1968, California Journal of Educational Research, *March 1969, pp69-74.*

Educational Objectives, Educational Improvement, National Surveys, Testing

Fischer, John H. THE QUESTION OF CONTROL, Proceedings of the 1965 Invitational Conference on Testing Problems, *Educational Testing Service, 1966, pp60-69.*

This article presents an argument for assessment. That argument is that there is a need for information on the changes in knowledge, skills, and attitudes of pupils. It refutes the frequent objections which say that existing group tests can be developed well enough to provide useful information.

THE EDUCATIONAL PRODUCT: HOW MUCH ARE STUDENTS LEARNING? Carnegie Quarterly, *Spring 1966, pp1-4.*

This article reviews the philosophy and practice of the National Assessment program. This is a review of such questions as who will be tested, how they will be tested, what the test scores will imply, and how they affect individual pupils and school systems—answered by the institution which initiated the program.

Higgins, Martin J. and Merwin, Jack C. ASSESSING THE PROGRESS OF EDUCATION — A SECOND REPORT, Phi Delta Kappan, *April 1967, pp378-380.*

This is a review of the major objectives in the 10 subject areas to be assessed. It notes the methods being explored to attain the objectives and describes the review procedures and tryouts.

McMorris, Robrt F. PROGRESS TOWARD ASSESSING PROGRESS IN EDUCATION, Educational Horizons. *Summer 1968, pp167-171.*

This is a brief review of the progress of the Committee on the Assessment of Progress in Education through the summer of 1968. It also describes the assessing approach as contrasted with conventional assessing approaches and emphasizes the critical differences.

Merwin, Jack C. THE PROGRESS OF EXPLORATION TOWARD A NATIONAL ASSESSMENT OF EDUCATION PROGRESS. Journal of Educational Measurement, *Spring 1966, pp5-10.*

Morrisett, Lloyd N. EDUCATIONAL ASSESSMENT AND THE JUNIOR COLLEGE. Junior College Journal, *March 1967, pp12-14.*

This is an application of national assessment to the junior college situation. National Assessment can provide information on what the entering junior college student can be expected to have learned. It also can provide information on which to base comprehensive policies of higher education.

Tyler, Ralph W. THE DEVELOPMENT OF INSTRUMENTS FOR ASSESSING EDUCATIONAL PROGRESS, Proceedings of the 1965 Invitational Conference on Testing Problems, *Educational Testing Service, 1966, pp95-105.*

Tyler, Ralth W. THE OBJECTIVES AND PLANS FOR A NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS, Journal of Educational Measurement, *Spring 1966 pp1-4.*

Kock, Reino. NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS - A DIFFUSION STUDY, School and Society, *February 1969, pp95-97.*

Educational Change, Educational Innovation, Change Agents. Evaluation

Moellenberg, Wayne P. NATIONAL ASSESSMENT: ARE WE READY?, Clearing House, *April 1969, pp451-453.*

Educational Needs, Evaluation Methods, National Surveys, Evaluation Criteria

NATIONAL ASSESSMENT - WHAT, WHY, HOW, Education Digest, *April 1969, pp14-17.*

Program Evaluation, Educational Programs

Tyler, Ralph W. NATIONAL ASSESSMENT - SAME VALUABLE BY-PRODUCTS FOR SCHOOLS, National Elementary Principal, *May 1969. pp42-48.*

Student Evaluation, Academic Achievement, Testing, Evaluation Techniques

In addition to the current journal articles listed above, the following list summarizes other articles and publications as they have appeared in the past.

THE ASSESSMENT DEBATE AT THE WHITE HOUSE CONFERENCE, Phi Delta Kappan, *September 1965, pp17-18.*

Summary of the discussion on assessment of the White House Conference on Education.

ASSESSMENT OF EDUCATION ON THE WAY, Nation's Schools, *May 1965, pp68.*

A summary of Stephen Withey's report at the NSBA meeting with a background of the assessment program.

THE ASSOCIATION FOR MEASUREMENT AND EVALUATION IN GUIDANCE OPEN FORUM: NATIONAL ASSESSMENT IN PERSPECTIVE, AMEG Newsnotes, *anuary 1967, pp4-5.*

This article presents several opinions, both pro and con, concerning national assessment. The negc ive responses are encountered by the arguments of Ralph Tyler, long associated with the NAEP.

Beymer, Lawrence. THE PROS AND CONS OF THE NATIONAL ASSESSMENT PROJECT. Clearing House, *May 1966, pp540-543.*

This article gives a rather complete rundown of pros and cons with some bias in favor of national assessment.

Chauncey, Henry. REPORT OF THE PRESIDENT, Educational Testing Service Annual Report, *1966, pp9-60.*

This report gives a background of the Assessment project—Conferences held and work accomplished, definition of assessment and the purposes of assessment.

COMMITTEE ESTABLISHED TO ASSESS EDUCATIONAL ATTAINMENTS, The Teachers College Journal, *January 1966, pp156-163.*

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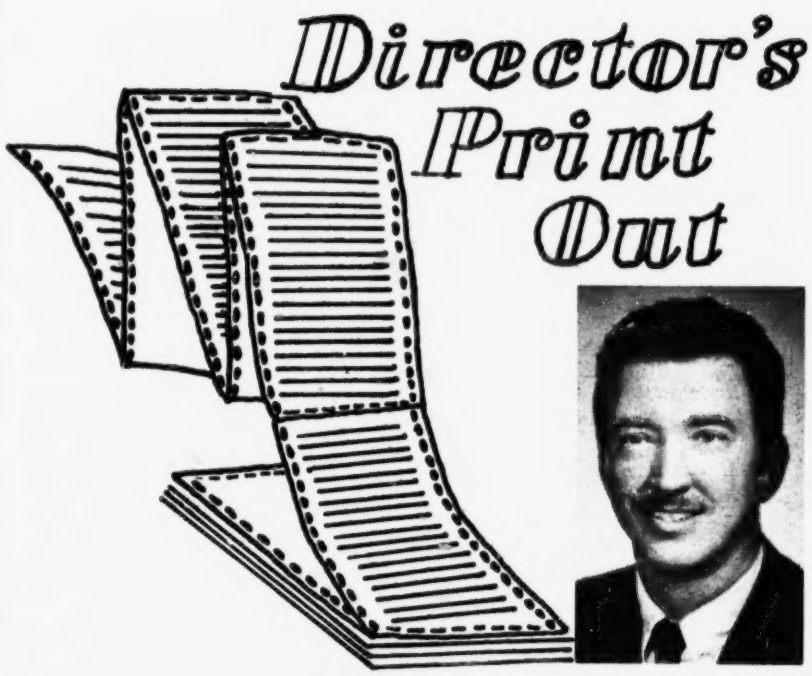
CAPS has also put together a slide presentation which describes ERIC and CAPS, with particular emphasis on publications and the processing of documents for the ERIC system. Watch for this presentation at conferences and convention displays, where members of the ERIC/CAPS staff are in attendance. If you would like a representative of our staff to give this presentation, contact Ralph Banfield at the CAPS Center.



NEWS ON PUPIL SERVICES

Typically, it has been difficult, if not impossible, to acquire definite information on program development in guidance and counseling for a given time period. Evaluation studies of guidance programs, surveys of innovative practices, detailed descriptions of programs and case histories reporting on the use of specific guidance procedures resources are only infrequently reported in literature. Practicing counselors and guidance directors have been either too involved in development activities to write of them or perhaps unable to find a publication source interested in reports on developmental activities (as opposed to research and theory writing.)

A major new information source that will meet some of the needs for information on guidance program developments is provided in the yearly reports of the Office of Education on innovative projects funded under Title III of the Elementary-Secondary Education Act. Reports on over 1,500 projects are available for fiscal year 1968. Information on a number of questions is available in these reports (available in abstract and/or full report form.) How well did guidance fare in obtaining funding in competition with other specialties? What are the innovations in guidance practices? What trends and emphases are evident in the expansion of guidance services? What outcomes, resources. and generalizations are worthy of widespread dissemination?

Since the projects which are reported are the result of an active review and screening process, ostensibly those reported represent the cream of projects which various educational specialties have proposed to undertake. Thus, they should provide some yardstick of the relative excellence in different fields.

A total of 1571 projects were reported on for the fiscal year 1968. If you use as a criterion the use of counselors in a program or a spefic guidance procedure or practice, thirty-one of the projects can be defined as having a guidance emphasis or approximately two percent of the total projects. Of course, a larger number of projects are guidance related but their emphasis is more on instruction or administration. Even with the small number and the short time period, several conclusions can be stated.

(1) The greatest emphasis in funded guidance program development is in three areas: (a) establishing programs of pupil personnel services, (b) developing elementary school guidance services and (c) organizing programs for vocational development and career planning.

(2) Title III guidance projects are innovative in that they involve the adoption of a procedure not previously used by a local educational unit. Very few of the projects are innovative in the sense that they represent a theoretical approach or practice new to the field.

(3) The limited attention given to the means to evaluate the project outcomes hinders the drawing of valid conclusions as to the project's local or national utility.

(4) A disproportionately small number of projects with guidance emphasis have been funded in competition with other educational areas.

(5) The innovative project descriptions are of use to guidance workers in: (a) identifying potentially useful guidance practices and resources and (b) specifying sources and resources which though developed for other purposes are relevant and adaptable to guidance.

It is interesting to speculate on the meaning that can be attached to the outcomes of Title III programs as they relate to guidance.

First of all, several explanations suggest themselves as regards the funding of innovative guidance programs. The simplest explanation is that counselors and/or their administrators do not see external funding as a viable route for program development. There is, however, some evidence to suggest that in the Title III programs guidance is seen less as a separate program to be supported and more as an integral part of a larger program such as making schools more relevant to the disadvantaged or individualizing the curriculum for all students. If this latter hunch is in fact so, it may herald a more intensive involvement of guidance in the total school curriculum.

As you review the innovations adopted by different schools, you have the impression that they are either a "self discovery" of the local system or adopted in total from some other school. There is a great deal of similarity between what different schools are doing. This leads to the question of how well we are utilizing our available information. Do proposal writers and program developers examine the available resources and build upon them? Or are proposals and programs developed relatively independently of what is being done elsewhere? There is at least the suggestion of a low level of knowledge utilization by counselors and a tendency for each counselor and each program to rediscover the wheel. Such an approach is unlikely to cumulatively build upon prior insights and experiences and insure a creative renewal of our counselors and our programs.

At its 1966 convention the National Association of Pupil Personnel Administrators". . . . recognized the need for a policy statement which would serve as a focus of direction for professional leadership by the Association . . ." as a guide in program operation and for the preparation of pupil personnel workers. To meet this need, a document entitled "Pupil Personnel Services: A Position Statement" has been prepared by a NAPPA committee (Richard Cook, James McKenna and Bob Stoughton, Chairman). (ED 031 749) This statement provides a broad overview of the scope, function and organization of pupil services and is relevant or those who wish to contihue the services as they are as well as those who see a need for radical change. It should provoke a great deal of meaningful dialogue.*

** See inside back cover for ED Reproduction Service ordering information.*

Jerry R Walz

As part of its ongoing work, the CAPS staff regularly identifies and reviews innovative programs in the various areas of counseling and personnel work. The information is then drawn together in subject-oriented publications. In this issue of CAPS CAPSULE we are featuring a synthesis paper-bibliography which was prepared for one aspect of vocational guidance.

The following selected material is from a CAPS paper entitled, "Orientation Approaches to Increase Student Awareness of Occupational Options."

(Copies of the complete paper may be obtained free of charge from the CAPS Information Center while a supply is available. After that time, copies may be ordered from the ERIC Document Reproduction Service (EDRS).)

The intent of this paper is to provide information for those who are interested in strengthening vocational information programs in the elementary and secondary schools.

Why is Such Orientation Needed?

1. A desired orientation shows how work reflects one's integration into the community. Children need to understand how adults achieve a place in society and develop a life style.
2. Through occupational orientation, children develop a personal sense of their present and future worth. They become aware of the complexities and possibilities within the world.
3. An occupational orientation program can help a student preceive himself and the options open to him more accurately. Career choice involves an appraisal of self matched to knowledge about occupations. Research shows that the most realistic career choices are made by those with the greatest exposure to valid information about work and the greatest opportunity for self evaluation.
4. Our present culture deprives most youth of pre-vocational experiences, yet class-associated attitudes about work and careers are acquired in early years. Attitudes and concepts are influenced by family, teachers, and other role models. Such concepts may be based upon lack of experience, partial information, or misinformation.
5. Well-planned occupational services in the elementary school broaden the range of possible choices at all stages. Students are asked to choose courses of study or may other educational decisions before most of them are aware of the career opportunities available.
6. A background of accurate information and awareness of options helps avoid an occupational choice made because of immediate circumstances. The decision-making becomes a process in which some career areas are rejected as others are selected as possibilities.
7. Research indicates that the aspiration of a student often differs from the career he actually expects to choose. A wide range of careers may be acceptable and satisfying to him, but he does not consider them as his aspiration.

An occupational outlook program which begins in the early years and continues through high school affords the individual opportunity to appraise himself, to recognize the many career choices available, and to understand the process and end-result of occupational decision-making.

What kinds of orientation are needed?

1. Students need a wide range of activities which offer ways of testing the self and achieving identity. Then the student can begin to relate his self-concept to various occupational role expectations.
2. Students need to understand career development as a process over which the individual has control. In contrast, students often see outside influences as controlling their life patterns.
3. Effective career exploration is action-oriented. It emerges from questions important to the student, relates to his goals and values, and involves him in personal inter-action. It may offer opportunities to see particular occupational tasks.
4. There is a need to consider the aspects which influence career choice. Research indicates four sectors which most people consider:
   a. intrinsic features of the work task
   b. extrinsic rewards of the occupation
   c. extra-role considerations
   d. the preceived feasibility of occupational goals
5. Valuable vocational experiences are inherent in most classroom activities. For example, skill in interpersonal relations and decision-making ability can be emphasized as important vocational learnings.

6. Early orientation should stress wide ranging exploration with emphasis on the many jobs for which each person is suited.
7. Parents play a major role in vocational development and are often the primary source of occupational information to a child. This suggests the importance of including parents in occupational orientation programs.

These statements suggest an occupational program which relates information to the vocational development process, is action-oriented and relevant to the individual, and considers the many influences in career decision-making.

Action Possibilities:

1. Classroom activities can be related to the development of vocation skills and to the expectations of varying work concerns. This is a relevant answer to the youngster who asks, "Why do I have to learn this? (1, 3, 4, 12)
2. Role models of workers are not always readily available in the students' home or community environment, and may be provided through classroom or extra-classroom activities. This suggests bringing a child into contact with a variety of workers on the job. (7, 16)
3. Occupational orientation activities should be appealing and meaningful to children of different backgrounds with different goals and values. (8, 13, 11, 7)
4. Peer group activities may offer an effective means of appraising self-concepts and considering occupational roles. (16, 13)
5. Gaming, such as the Life Career Game, offers a means of involving students in the concepts of decision-making. (2)
6. Simulation of work tasks is an action-oriented approach to reality testing and to job exploration. (5, 6)
7. Involving parents in the occupational orientation program through group meetings or individual contact will increase their understanding of the career development process, and aid them in giving information to their children.
8. Computer programs which offer students access to accurate, up-to-date information and involve students in problem-solving situations have been developed. (5, 15, 10)
9. Inservice education of counselors and teachers can increase occupational orientation activities, and lead to better utilization of occupational information. (7)
10. Community members may be recruited as volunteers to enrich the vocational information program. (9)

The following bibliography is presented to identify materials which describe innovative programs and practices in the occupational orientation of elementary and secondary students. Although they probably cannot be duplicated in other program development. Once the goals of the program have established, these materials can provide assistance in designing programs to implement the goals. (Ordering information on the following papers is given inside the back cover.)

1. Again, R. J. et. al. THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION AND PREPARATION IN A SECONDARY SCHOOL. FINAL REPORT. BR-5-0027, Kansas State University, Manhattan, 1968. (ED 022 962 MF-1.75 HC-20.95 417p)
2. Barbula, P. M., & Isaac, S. W. CAREER SIMULATION FOR ADOLESCENT PUPILS, FINAL REPORT. BR-6-8744. San Diego County Dept. of Education, California, 1967. (ED 016 268 MF-.25 HC-2.50 48p.)
3. CAREER DEVELOPMENT ACTIVITIES, GRADES 5,6,7. Abington School District, Pennsylvania, 1968. (ED 022 219 MF-.75 HC-7.40 146p.)

   Curriculum materials for use in the vocational guidance of students in grades five, six, and seven are presented. The goal is the utilization of learning activities in the classroom to show students the processes through which vocational decisions are made.
4. Darcy, R. L. AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKET PROCESSES. FINAL REPORT. BR-5-1203. Ohio University, Athens, 1968. (ED 022 056 MF-2.25 HC-30.68 611p.)
5. Impelliteri, J. T. EXPLORATION WITH A COMPUTER-ASSISTED OCCUPATIONAL GUIDANCE PROGRAM. American Educational Research Association, Washington, D. C., 1969. (ED 027 584 MF-.25 HC-1.75 23 p.)

   This paper describes an exploratory project of computer-assisted guidance used with junior high school boys. A student interacts with the computer system from a terminal composed of a typewriter-imput and readout device, a tape recorder, and a slide projector.
6. Krumboltz, J. D. VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREER EXPLORATION AND INTEREST. FINAL REPORT. BR-5-0070. Stanford University, California, 1967. (ED 015 517 MF-2.25 HC-30.20 602p)
7. Leonard, G. E. DEVELOPMENTAL CAREER GUIDANCE IN ACTION, THE FIRST YEAR. Wayne State University, Detroit. (ED 013 465 MF-.75 HC-8.00 115p.)

   The project sought to (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students,

(2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through 12, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development.

8. Martin, Ann M. A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH. INTERIM TECHNICAL REPORT. BR-5-0162, Pittsburgh University, Pennsylvania, 1967. (ED 017 005 MF-1.00 HC-13.10 260p.)
9. Mullen, Margaret J. A VOLUNTEER PROGRAM IN VOCATIONAL INFORMATION AND CAREER GUIDANCE FOR SECONDARY SCHOOLS. A HANDBOOK. Sequoia Union High School District, Redwood City, California, 1968. (ED 024 809 MF-.75 HC-7.40 146p.)
10. A REPORT ON PROJECT CVIS (COMPUTERIZED VOCATIONAL INFORMATION SYSTEM). Willowbrook High School, Villa Park, Ill., 1969. (ED 029 331 MF-.50 HC-3.85 75p.)

    The Computerized Vocational Information System (CVIS) team, has designed a system utilizing a computer as a tool to help students explore occupations in the light of their own student records.
11. Sherman, Vivan S. TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM. FINAL REPORT. BR-7-8091, American Institute for Research in Behavioral Sciences, 1967. (ED 020 554 MF-.75 HC-6.90 136p.)

    Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning.
12. STUDIES IN SUCCESS, A PROMISING APPROACH TO THE VOCATIONAL GUIDANCE OF AVERAGE HIGH SCHOOL STUDENTS. Grossmont Union High School District, Calif., 1964. (ED 010 703 MF-.75 HC-6.50 128p.)

    This report describes an educational plan to improve the vocational guidance of average or noncollege preparatory high school students. A complete unit of study for use in the classroom is presented and includes a listing of all materials needed for implementation as well as classroom methods which were utilized.
13. TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Oregon State Dept. of Education, Salem, 1968. (ED 024 965 MF-1.00 HC-10.00 198p.)

    Self Understanding Through Occoupational Exploration (SUTOE) is a one year course designed to assist ninth graders with educational and career planning.
14. Wilson, Eugene H. A TASK ORIENTED COURSE IN DECISION-MAKING, (INFORMATION SYSTEM FOR VOCATIONAL DECISION, PROJECT REPORT NO. 7) Harvard University, Cambridge, Mass., 1967. (ED 014 119 MF-.75 HC-9.10 180p.)

    A course in decision-making, built around the Tiedeman-O'Hara paradigm, was taught at a junior high school to test materials.
15. Youst, David B. THE ROCHESTER CAREER GUIDANCE PROJECT. Educational Technology, 1969, 9(3), 39-41.

    A short explanation of the project development and utilization of a systems approach is presented.
16. Yunker, John A. PRE-HIGH SCHOOL VOCATIONAL GROUP GUIDANCE FOR POTENTIAL DROPOUTS AND NON-COLLEGE-BOUND STUDENTS. Tracy Elementary School District, Calif., 1969. (ED 012 944 MF.25 HC-2.05 39p)

    The purpose of this study was to determine the effects of small group guidance sessions and industrial tours on an experimental group of male, eight grade students deemed lacking in academic interest and/or ability who were classified as potential dropouts and non-college-bound students.

All documents in this bibliography are available from the the ERIC Document Reproduction Service. Use the ED number when ordering. MF price is for microfiche copy, and HC price is for hard copy. To order, see EDRS ordering instructions inside the back cover.

FOCUS ON COMMUNITY COLLEGES

by Ralph W. Banfield

Community College Student Personnel

Specialization is a way of life, and with this edition of CAPS CAPSULE *we are going to attempt to evaluate and disseminate information to community college student personnel in the field—information which will help to improve the success of their work. Improvement of personnel service is mandatory. Expansion of staff, while needed, will not come easily. Cost limitations and lack of adequate numbers of trained people make it necessary for the existing student personnel worker to use more fully all possible resources.*

It is our intent to not only report what is happening, but to be prepared to predict trends and announce new resources and innovative practices as expressed through continual ERIC search processes.

We are undertaking this responsibility with the blessings of many individuals and organizations.

* * *

In June of 1969, shortly after my official association began with the ERIC/CAPS Information Center, Dr. Walz suggested we invite two or three experts to our Center to discuss possible ways in which the Center could become more meaningful to community college student personnel staffs. I immediately contacted three people who had experience in dealing with student personnel needs; and on June 20, Dr. Jane Matson, Dr. Dorothy Knoell and Dr. Max Raines came to Ann Arbor. Our staff held an orientation meeting with them to discuss our Center and its potential. All were enthusiastic at the possibilities, and made suggestions that we are presently attempting to carry out. This was our first impetus to get into the business of workable, usable information distribution.

Mr. Banfield has been working with community colleges for the past eight years, first as Assistant Director of Admissions at the University of Michigan with responsibilities of articulations with the Michigan Community Colleges, then as Director of Midwest Community College Leadership Council, for the past two years editor of the Michigan Community College Newsletter and Associate Secretary of the Michigan Council of Community College Administrators, he is presently editing this section of the newsletter and Assistant Director of ERIC/CAPS.

A second impetus to the development of this column was our participation in a special conference held at the University of California at Berkeley on October 14, and 15, 1969. It was sponsored jointly by the American Association of Junior Colleges (AAJC) and the Center for Research and Development in Higher Education at Berkeley. Dr. Edmond J. Gleaser, Jr., AAJC Executive Director, charged the group to critically review the Office of Education's past, current, and projected plans for funding research which is related to the post-secondary, pre-baccalaureate level; to discuss community college-related research which is being funded by foundations and other sources (particularly at the Berkeley Center and at universities with Kellogg programs); then to discuss future needs and priorities for research and development at this level with recommended action. A final concern was the need for better articulation between RESEARCH in the universities and PRACTICES in the community colleges.

Personnel from both ERIC centers at the conference (our CAPS Centers and the Clearinghouse on Junior Colleges at UCLA) commented on these needs. Both reacted with positive expressions of agreement expressing complete interest in carrying on searches and developing them in a manner that would make this information valuable to community colleges.

* * *

As a note of interest, our CAPS Center is presently developing materials obtained in a complete search in the areas of housing facilities, health services, job placement, and adult counseling. It is hoped that these will contribute significantly to our utilization resources for those in student personnel work.

* * *

DID YOU KNOW . . . .

—A special interest group in junior college research is being formulated within the American Educational Research Association (AERA).

Membership is open to members and nonmembers of AERA.

Its purpose is to provide a forum for the sharing of ideas and findings of research relating to community junior colleges. The first meeting is planned for the 1970 AERA convention in Minneapolis, Minnesota, March 2-6, 1970.

—A State University of New York junior college has devised a program to train students to be paraprofessional personnel counselors. *The program will train student personnel assistants to help direct activities at the student union, and to help with projects carried on by professional counselors. It is an ideal chance for black students, or others from disadvantaged background, to work on campus while obtaining a bachelor's or master's degree. This program is being developed for use in 1971 at the Agricultural and Technical College at Alfred. Some information is available from Shirley Wurtz, Dean of Students, State University of New York, Agricultural and Technical College, Alfred, New York 14802.*

We welcome "DID YOU KNOW . . ." information. Call or write me at the CAPS Center for inclusion.

ERIC CAPS Products

NEW CAPS PUBLICATION

ERIC Counseling and Personnel Services Information Center has been developing several series of short monographs designed to give a brief analysis and annotated bibliography of highly innovative areas in the personnel services field. These bibliographies, called *micrographs* are designed to help those who are involved in developing new programs and practices increase their awareness of current program ideas which are under development elsewhere and understanding of how similar programs might be implemented in their own settings. Each of the PERSONNEL SERVICES REVIEWS provides a description of a specific practice or program element, identifies applications which have been developed by others in the field, and suggests procedures for implementation in local settings.

Each of the micrographs will be printed initially in limited quantities for free distribution through the CAPS Information Center. After the original supply is distributed, additional copies will be available through the ERIC Document Reproduction Service (EDRS). (See ordering information inside the back cover.)

The following micrographs are now available from CAPS:

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The Use of Co-Counseling in the Training and Supervision of Counselors (CG 400 004)

The Use of Micro-Counseling in the Training and Supervision of Counselors (CG 400 005)

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PERSPECTIVES ON TRAINING THE DISADVANTAGED — THE "HARD-TO-EMPLOY"

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Recruiting the "Hard-to-Employ" (CG 400 007)

Approaches to Selection and Hiring (CG 400 008)

Series 3

HUMAN RESOURCES IN THE GUIDANCE PROGRAMS

Family Guidance Programs (CG 400 009)

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Series 4

NEW PRACTICES IN STUDENT ORIENTATION

(The papers in this series are in the embryo stage. Watch for announcement of titles in the Spring Issue of CAPS CAPSULE.)

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CG 400 009
CG 400 010

Series 4 — (ORIENTATION PRACTICES)
(Specific papers not yet announced.)

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Please mail to:
ERIC Counseling and Personnel Service Information Center
611 Church Street Ann Arbor, Michigan 48104

WATCH FUTURE ISSUES OF CAPS CAPSULE FOR ANNOUNCEMENT OF OTHER PAPERS IN THIS SERIES!

NEW TERMS DEFINED

As of December, 1969 two new terms will be added to the *Thesaurus of ERIC Descriptors*. They will be used to differentiate between people working with those in the lower grade levels, and those working in higher education.

The two terms to be added are "pupil personnel services" and "pupil personnel workers". The term "pupil" will indicate programs and personnel operating at the kindergarten through twelfth grade level. The term "student" will be used in conjunction with programs and personnel in higher education.

Prior to December, 1969, all programs and personnel (kindergarten through higher education) were listed as *student* personnel services, etc.

GPO 816-660-3

CIJE EXPANDS COVERAGE

In early 1969, Central ERIC began publication of the monthly *Current Index to Journals* in Education (CIJE) as a companion to *Research in Education*. Acceptance has been very good, and changes have been made to meet the demands of the audience.

One of the changes is the inclusion of annotations to the bibliographical information for each article indexed. This was begun in the January, 1970 issue of CIJE (covering the articles published in December 1969 journals).

A second change is an expansion in the coverage of journals. Originally CIJE included cover-to-cover indexing of over 200 education journals plus selected indexing of additional periodicals in related fields. These journals were selected as a result of a survey of the user population. Of the 200, 15 were surveyed by ERIC/CAPS. We are now reviewing 37 journals for inclusion in CIJE (see list in box) and total CIJE coverage is now up to 500 journals. CIJE contains a main-entry section, an author index, a subject index, and an index to source journals.

The Current Index to Journals in Education is published monthly, and indexes the journals published in the previous month. If you would like to subscribe to CIJE, it is available from:

ERIC Project Officer
CCM Information Corporation
909 Third Avenue
New York, New York 10022

Cost: *Twelve issues of CIJE* ____ *$34.00*
Twelve issues plus semi-annual and annual cumulations _____ *$64.00*
ordered separately.

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Community Mental Health Journal
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Counselor Education & Supervision
Elementary School Guidance & Counseling
The Family Coordinator Guidance Journal
Journal of American College Health
Journal of Applied Behavioral Science
Journal of the Association of Deans and Administrators of Student Affairs. (NASPA)
Journal of College Placement
Journal of College Student Personnel
Journal of Consulting and Clinical Psychology
Journal of the Council of Associations of University Student Personnel Services
Journal of Employment Counseling
Journal of the International Association of Pupil Personnel Workers
Journal of Marriage and the Family
Journal of the National Association of Women Deans and Counselors
Journal of the Professional Counselors Association
Journal of School Health
Journal of School Psychology
Journal of Sex Research
Journal of the Student Personnel Association of Teacher Education Manpower
Marriage and the Family
Measurement and Evaluation in Guidance
National Catholic Guidance Conference Journal
Personnel and Guidance Journal
Professional Psychology Journal
Psychology in the Schools
Rehabilitation Counseling Bulletin
The School Counselor
Social Work
Vocation Guidance Quarterly

NEW IPSI AVAILABLE

Volume 1, Number 2 of the Integrated Personnel Services Index (IPSI) was published early this fall. IPSI is a comprehensive index to the literature of the personnel services fields. The materials included in the index are drawn from various sources and combined in subject and author indexes. This volume covers material published from July to December, 1968. The references are taken from ERIC documents, doctoral dissertations, journal articles and books. About 1200 articles are indexed in the current issue of IPSI. IPSI is a major reference tool combining information about resources from all personnel services fields, including school psychology, school social work, college student personnel work, and school counseling.

Two issues of the index are published each year. Copies of the first issue are still available. If you would like to receive a copy of the current issue, please fill out the order form provided. A future subscription for the next two issues of IPSI (published in the spring and summer of 1970 and covering materials published in July through December, 1969, and January through June, 1970) is available at the cost of $9.00. Single issue order is $4.95.

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CENTER ACTIVITIES

CAPS at APGA

Announcing ...

As we go to press, word has arrived at the CAPS Center that our director, Dr. Garry R. Walz, has been elected to the position of President-Elect of the American Personnel and Guidance Association (APGA). The staff takes this opportunity to announce our pride in his good fortune, and pass the word along to you as friends of ERIC/CAPS.

Dr. Walz is, in addition to his position as Director of ERIC Counseling and Personnel Services Information Center, a Professor of Education and Chairman of the University of Michigan Department of Guidance and Counseling. He received his B.A., M.A. and PhD. from the University of Minnesota and taught at the University of Minnetosa, North Dakota State University, and Illinois State University, before coming to the University of Michigan. He has also served as President of the Association of Counselors in Education and Supervision (ACES).

In accepting the position, Dr. Walz stated "our future as counselors and student personnel workers will depend upon our capacity to be relevant to the pressing social and personal problems that confront people today."

Those of you who know him, will recognize his leadership in APGA will be an extension of his present search for meaningful and innovative practices in the counseling fields.

ERIC/CAPS Staff Selected For PreConvention Workshop

Members of the ERIC/CAPS staff are sponsoring a pre-convention workshop as recipients of federal funding through the American Personnel and Guidance Association (APGA). The workshop is one of five being conducted under a U. S. Office of Education grant to APGA, and is entitled "Utilizing Research to Improve Counseling Programs." Dr. Walz, director of CAPS, is the leader of the workshop. He will be assisted by Juliet Miller, CAPS assistant director, Dr. Ronald Lippitt of The University of Michigan, and Dr. Donald Blocher of the University of Minnesota.

The basic emphasis of this workshop will center around helping counselors translate their problems and concerns into researchable problems and procedures, and to be able to utilize the findings from their own research and existing research information in the improvement of their practices as counselors.

As a result of the workshop experience, each participant will be able to:

1. Take a procedural or programmatic counseling problem and express it in researchable terms.
2. Apply or develop a research procedure which does not require large numbers or extensive hardware that will provide information on the problem.
3. Draw valid generalizations from a body of research literature relative to a specific problem.
4. Use ERIC indexes, the *Thesaurus of ERIC Descriptors*, ERIC microfiche and the products of ERIC clearinghouses to search the available research information on a particular topic.
5. Use research generalizations to conceive and create new counseling procedures.

The workshop will be held in New Orleans during the week prior to the APGA National Convention which is being held March 22-26, 1970.

Other pre-convention workshops being held under the same grant are: Computer Technology in Guidance; Systems Research for Counselors, Counselor Educators, and Supervisors; Field-Oriented Research in Ecological Studies and Development Models for Counselors, Counselor Educators, and Supervisors. An additional workshop will be held prior to the ACES regional meeting in the fall of 1970, and is entitled, "Problems of Research Supervision and Consultation."

CONVENTION EVE WORKSHOP

"Guidance and Student Services for the Culturally Different" is the title of a Sunday evening workshop to be held the day before the opening the APGA Convention in New Orleans. Dr. Walz will lead the workshop which is open to all APGA members who wish to attend. This is the second year in which the ERIC/CAPS staff is holding a Sunday night workshop. Last year over a hundred people participated in a similar workshop.

The workshop will introduce characteristics, needs, and strengths of culturally different groups; present new practices recently developed for use with the culturally different; focus on special programs for various personnel work settings; provide an opportunity to work in small

groups with other participants to develop new program ideas; and lead into the design of new program for each participant's own work setting. Areas of special focus will be: 1) retraining the culturally disadvantaged for work adjustment; 2) training counselors to work with culturally different groups; 3) vocational guidance programs for the culturally different; 4) college student personnel programs for culturally different groups; and 5) junior college student personnel programs for culturally different groups.

The Workshop will provide the opportunity to learn about new developments, to interact with colleagues about shared concerns and to develop new program ideas.

Since the facilities are limited at this workshop it is necessary for those who wish to attend to return the reservation form on this page. Please reserve a space *only* if you are sure you will be able to attend.

CAPS STAFF ON APGA PROGRAM

Several CAPS staff members will be participating in various segments of the regular program during the 1970 APGA Convention in New Orleans.

Juliet Miller and Garry Walz will be presenters at a session entitled, "The ACES Study on Innovations in Counselor Education." This will be a presentation on the study mentioned elsewhere in this section. Chairman of the session is Dr. Robert Higgins of the University of Toledo. The reactors will be Dr. Norman Stewart of Michigan State University and Mrs. Sparkle G. Crow of the Indiana Department of Public Instruction.

Dr. Walz will also participate in the ACES division program session entitled, "Can Change be Effected Through Counselor Education?" His position in the presentation will be Reactor.

I plan to attend the Workshop on "Guidance and Student Services for the Culturally Different."

NAME_____

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_____

Mail to:
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See you at APGA!

Invitational Workshop-Conferences Increase CAPS Human Resources

As the decade begins CAPS is starting off with a series of conferences in Ann Arbor. Generally the conferences bring together selected leaders to project their ideas to meet the needs of the next ten years.

The first of these conferences was directed by Dr. Walz, and was held on January 18 through the 20th, 1970. The focus was on "Images of Guidance for the Seventies." Counselors, educators, and others from Michigan and the surrounding region gathered together by special invitation for a two-and-one-half day development laboratory. The major aim of the laboratory was to identify the needs of people in the United States in the next decade, working from a knowledge base influenced by the social sciences; then to define programs and develop innovations to meet these needs in guidance and counseling situations.

A second conference is the result of a cooperative agreement with Dr. Edmund W. Gordon, Director of the ERIC Clearinghouse on the Urban Disadvantaged at Columbia University.

Approximately 20 national experts representing an intermix of areas relevant to counseling came together to discuss the direction that counselor education programs might take in preparation of personnel to work with the disadvantaged in all situations.

The theme of the conference was "Strategies for Guidance for the Disadvantaged." It was held January 28 and 29. Don K. Harrison of our staff coordinated the preparations.

The regional section of the National Association of Student Personnel Administrators (NASPA) has asked the ERIC/CAPS staff to cooperate in the planning of its regional conference to be held on February 22 to 24 in Ann Arbor. The theme of the joint conference is "Campus Governance and Student Behavior". Tom Butts of the CAPS staff is coordinating the program with NASPA.

ACES Innovations Study

ERIC/CAPS is collaborating with the Association for Counselor Educations and Supervision (ACES) in a national study entitled "Use of Innovations in Counselor Education". This study is designed to identify the extent to which innovations are being used by counselor educators, the factors which influence their use, and the attitudes toward them. The goal of the study is to suggest new strategies to facilitate changes and the use of innovations in counselor education.

About 225 training institutions are participating, including about 900 individaul counselor educators. Data analysis is now underway. A presentation of the results will be given at the American Personnel and Guidance Association Convention in New Orleans in March. A written report will be available in the early summer. The study is being conducted under the direction of CAPS staff member Juliet Miller.

CAPS Adds New Staff Positions

With the coming of fall and winter, 1969, there have been several significant additions to the CAPS staff. Don K. Harrison and Thomas A. Butts have been named as new assistant directors. Mr. Harrison is working in the area of Special Services, and Mr. Butts is working in the area of Student Personnel Services. Both are doctoral candidates in the University of Michigan School of Education.

Mr. Harrison came to us from a position as director of Northern Systems Company in Detroit, Michigan, where he worked in educational training systems. He has a B.A. degree from North Carolina Central University in 1953, and an M.A. from Wayne State University in 1958 in Rehabilitation Counseling and Clinical Psychology.

His previous experience includes positions as counseling and staff psychologist with the Veterans Administration in Cleveland and Washington, D.C. He has also been a program consultant and rehabilitation counselor for the Michigan Division of Vocational Rehabilitation. His duties at ERIC/CAPS are in the analysis of information in the fields of counseling the disadvantaged and vocational rehabilitation.

Mr. Butts is a parttime member of our staff, since his primary responsibility is that of Director of Orientation for the University of Michigan. He holds a B.S. from Eastern Michigan University in 1959, and an M.A. in Counseling and Guidance from the University of Michigan in 1964. He has experience as a teacher in the Milan (Michigan) High School, and as a visiting Lecturer at Eastern Michigan University. He was Assistant Director of Admissions before moving into his present position with the University of Michigan.

Our new editor and publications coordinator this fall is Judith Mattson. Mrs. Mattson has a B.S. in Home Economics-Journalism from the University of Nebraska in 1963. She has previously held a trainee position with the Office of Information of the U.S. Department of Agriculture. Her work will also involve dissemination and utilization of ERIC/CAPS products.

Dr. Edward P. Dworkin is a visiting professor in the Counseling and Guidance department of the School of Education who is collaborating with us on several projects. He has a B.A. from Clark University in 1963 and an M.A. from Assumption College in 1964. His Ph.D. is from the Ohio State University in 1969.

The permanent *staff* of ERIC/CAPS has seens some changes in the past few months also. The new administrative secretary is Mrs. Olive Pliner. Other additions to the secretarial staff are Miss Darlene Stoflet who is secretary to the director, Miss Kathy Sheppler and Miss LaVonne F. Schut.

Dorothy R. Brown has joined the staff as a parttime writer and librarian. Mrs. Brown has a B.S. and M.A. from Kent State University in English and an M.S. from Western Reserve University (1955) in Library Science.

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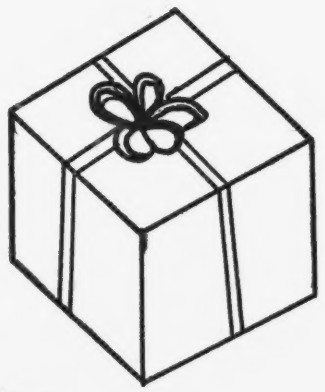

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